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G. H. COLE

College News

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MRS. SNOWDEN'S LECTURE.

On Saturday afternoon, December 11, we had the pleasure of being personally conducted through Parliament by Mrs. Philip Snowden.—"Peeps at Parliament through a Woman's Eyes," she humorously put it with a suggestion of "the veiled mystery that that august institution had lately become for women. Mrs. Snowden, to make her position clear, started by avowing herself a "loyal Briton." "Critieism in England," she explained, "does not mean disloyalty," and so, though she may laugh at some things British, she is at heart a loyal Briton.

We are to start at the House of Lords, "a stupid institution," Mrs. Snowden had to confess, for, although aristocracy does mean something, two-thirds of the House of Lords have been created peers since 1801, and principally through mercenary reasons. "Still curiosities are interesting and we must see them." We are initiated into the time-old customs of the House, and particularly to "Black-rod"—the little old military gentleman, as old as the customs themselves, who terrifies the Lords into order. It was in this House that the Suffrage movement began. In 1428, the London dames descended upon the House of Lords and shook their fists at them; in the seventeenth century another attack was made,—"an assault of tongues," with language of foot soldiers. So the militant movement, instead of being modern, is really old and aristocratic.

Opposite the House of Lords is the House of Commons. That stuffy chamber was rapidly described, the different "parties" below, with the galleries around —the women's at the very top with a grill in front to signify that everything behind it is virtually outside the House. The members are in full force at opening prayers—for the practical reason of getting a chair for the rest of the day, but when the work begins, the larger part retire to the card-room or the benches for a nap. But with the Suffrage Bill it is different—they are all there to oppose it. There are three readings that a bill has to go through before it passes to the House of Lords and is finally signed by the King. In the first two readings the Bill is thoroughly discussed, the third reading is purely formal. The Suffrage Bill has passed the first two readings and has gone no further. You could hardly check a sigh of relief that it had passed so much danger safely, when told that any member, by merely expressing the wish, can keep a bill from a third reading.

Mrs. Snowden ended by directly stating her views on suffrage. "Force," she declares, "is not justified if other means are possible," and she feels that the militant methods have hurt the cause. "The women of Great Britain do not want votes for purely selfish purposes," the question is, "'Does my country need me?" ' Then if she does, whether we want the vote or not, we should have it. In eloquent conclusion, Mrs. Snowden promised that "this broadening experience for women will make marriage more complete and motherhood stronger—will be like the Nile admitted to a new course—it will carry men, women and little children to crowning triumphant victory."

After Mrs. Snowden and our English speakers of last year, how can we feel justified in taking the pleasure of thinking our English cousins "slow to catch the point?" It was all so delicately done—no Ameriean surface humor, given leniently as pocket anecdotes are given to school children for gapping the dull stretches of the commissioner's speech, but wit running along with substantial fact—a humorous attitude rather than humorous ornament. And there was no forcing suffrage adages down unwilling throats, but the facts of the case were presented, the "fossilized" condition of Parliament, the need of "new wine in old flasks," the need of that very liberal, theoretical influence which women are condemned for, to help that unwieldy machine, the British Constitution, was what was implied.

MRS. MARKS READS HER PIPER

On Thursday afternoon, Mrs. Lionel Marks (Josephine Preston Peabody), read from her new poetic drama, the "Piper." The play is a continuation of the quaint old legend of Hamelin, made familiar to us through Browning's delightful "Pied Piper of Hamelin."

In her play, Mrs. Marks has succeeded in creating a character out of what had been limned by her predecessor as merely a figure for children's fancy. The Piper is portrayed as one of a group of strollers, outwardly scarce more than a gipsy, but inwardly a man of the deepest human sympathy, a man who sees the two cages in which we are imprisoned: the iron one of greed and the golden one of pride, and he strives in his own way to break the cages of such souls as he can influence.

Angered that the burghers of Hamelin should esteem their purses before their given word, the Piper enchants the children with his music and leads them away to his safe hiding place. One child only escapes his magic call, Barbara, the daughter of the Burgomeister. The townsfolk, who have lost their children through the Burgomeister's avarice, declare that he shall not keep his child, but must give her up as a nun. This news reaches the Piper through one of his companions, Michael, who loves Barbara; but although the Piper will not give the children back to save this one, he promises to save her in another fashion. He resorts to his pipe again and the Barbara and Michael drama ends happily.

While thus engaged the Piper encounters Veronika, the mother of the little lame boy, the Piper's especial favorite. It is in this scene between these two unfortunates, whose destinies are the complements eaeh of the other, that the poet's purpose discloses itself most clearly; that the Piper's idealism concentrates. After parting from Veronika, the Piper fights out his problem before the statue of Christ and feels impelled to bring the children back to their parents.

This is the only unconvincing detail of the play; the fact that, although the return of the children has been so finely motived in the characterization of the Piper, it comes about through the influence of the statue of Christ. One feels that, aside from the abruptness of the Piper's decision before the statue, the whole play would have gained by the entire omission of this deus ex machina. Indeed, that seems to be the only flaw in the characterization of the Piper, for it is much more consistent with him that he should have acted under the direct influence of Veronika, who is, after all, the real motive force in his decision.

One is glad to know that an American poet can create a piece of such exquisite poetry and a play of fancy so practical for production.

PHI SIGMA MASQUE.

Society Phi Sigma gave its annual Christmas masque Saturday and Monday, both afternoon and evening. The old Irish legend was prettily written and prettily played—being the story of the repentant fairies, denounced by the Church, who long to do some good deed, of the young bride who seeks the magic hawthorn twig to bring good luck to her wedding day, of the Mother of Christ, who walks on the earth and defends the fairies from the curse of the Priest. The two scenes, opened with the chanting of carols far away, were quaintly staged, especially the second one, which opened on the brown-frocked fairies seated around a flickering fire. The acting was delicate and softened into sympathy with the old-time spirit which characterized the masque.

College News.

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EDITORIAL.

On page 3 of this issue are printed the resolutions adopted by the class of 1912 in regard to forensic burning, resolutions which will banish not only for this year but for years to come that feverish burlesque which has annually disturbed the disposition and credit cards of half the college. It is not the wish of 1912 nor the intention of 1911 to drop from the list of college customs this time-honored one of burning the Junior forensic—this decision is to be interpreted rather as a reversion to the original ceremony and a lopping off of those features which have transformed its quaintness into a boarding-school caper. The original intent of forensic burning was not to give room to a pleasantly exciting rivalry between Junior and Sophomore classes; this possibility of the ceremony has sprung up within the last few years, reached its flower of execution last spring and is now fortunately doomed to wither away.

There can be little doubt in the minds of those who witnessed last year's farce, that it reached a significant climax. Preparations simmered for 1911 long before Christmas; in February organized work began. Not Senior Play, surely not Student Government Elections, nor May Day, hardly Tree Day, can boast such elaborate planning, such expenditure of strength and wits and time, as that which extended through February, March and April of 1909. A head was appointed for each campus house and under her direction the hours of every night from February to April were apportioned in each dormitory to miserable watchers poor wretches who struggled vainly through their appointed three hours to keep awake who started at every rustle that rustled like 1910, and gave so many false alarms that we grew weary of the cry of "Wolf!" and the poor Sophomore President yearned wearily for the appearance of said wolf. As the excitement increased, bad tempers augmented also. The nervous 1911 zealot glared at the crafty one of 1910 out of sheer principle; the strain began to be visible—many a heavy-eyed Sophomore cut more classes than her slip-shod academic work could afford.

Figuratively speaking, 1910 did not pay so high a price for their entertainment of one morning; literally they did. When we consider how many a castle in Spain needs only money to transfer it from that airy country to Wellesley soil, when we reflect how many organizations must creep and crawl slowly after their projects instead of advancing by leaps and bounds, because of this sordid lack,—it seems that over fifty dollars tritely thrown away is too thoughtless an expenditure. This was not the only loss to help condemn forensic burning; many a good class meeting might have discussed college affairs of greater import, many a clever plan and many a bit of hard thinking might have been expended with more material results.

And the morning after forensic burning? The college is never more obnoxiously childish. It leaps and shrieks and giggles and talks of nothing else until the shade of Forensic Burning as It Originally Was, turns in its grave and murmurs "Imbecile!" A remark amply justified. The fact that this annual pleasantry is devoid of all purposes does not necessarily debar it from toleration amongst us; it is when the pleasantry becomes actively important, when it comes to be "detrimental to the health of both classes and to their academic standing," then it is time to put it away. Wellesley College is gradually doing this—she is putting away her blocks and growing up. While there is plenty of time, the foolish little nothings over which we grow excited may exist, but when the days grow more full and more significant, when, as we grow older, we see the great deal that there is to be done, we grudge every spark of energy thrown away.

There are always present among us those youthful enthusiasts who cry out against such a procedure as growing up, who bewail bitterly the taking away of their pleasure and the substitution everywhere of the disgusting academic; and they will be the first and loudest to protest vehemently against the action taken by 1912. Those who base the reputation of a class on its cleverness in the matter of forensic burning, who have not outgrown the conception of class spirit bred in their High School days,—these are the ones who would make an unwilling kindergarten of college activities, and these, we rejoice to observe, are at last in the minority. In vain we assure them that forensic burning is not abolished, though we frankly admit the loss of its consuming excitement, —they will petulantly bewail the toy which has been taken away, making matters most uncomfortable for those who have seen fit to confiscate the toy. But the approval of the majority drowns the voice of the protesting few—and we turn to 1912 with hearty gratitude for its resurrection of Forensic Burning as It Originally Was.

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COLLEGE NOTES.

At the evening session of the meeting of the Academy of Political Science with the League for Political Education, held Friday, December 3, at the Hotel Astor, New York, Miss Emily A. Balch of the Economics Department delivered an address on "The Preparation for the Economic Efficiency of Women." Mr. A. Burton Hepburn presided at the meeting. Mrs. Snowden and Sir Horace Plunkett, promoter of agricultural co-operation in Ireland, were the guests of honor.

The Social Study Circle met Tuesday evening, December 7, at the Zeta Alpha House. The discussion on the "House of Lords," led by Miss Moffat, was most interesting.

Scribblers met Tuesday evening, December 7, at the Tau Zeta Epsilon House. Emma Hawkridge read.

The Round Table of Friends was held in Cambridge, Wednesday, December 8.

Saturday, December 11, the Eliot had a Christmas dinner and, following it, a dance in the Barn.

Fiske had its Christmas party with a Christmas tree in the parlor, Tuesday, December 14.

Freeman Cottage had a Christmas dinner Tuesday, December 14.

FORENSIC BURNING.

RESOLUTIONS.

Whereas, we consider that the interference on the part of the Sophomore Class in Junior forensic burning is detrimental to the health of both classes and to their academic standing; and whereas it engenders a bitter class rivalry,—we, the Class of 1912, on the third day of December, nineteen hundred and nine, do hereby resolve to make no attempt to interfere with 1911's forensic burning.

DOROTHY SUMMY,
ANNA CHRISTENSEN,
For the Class of 1912.

The Class of 1911 acknowledges the notice of the resolutions of the Class of 1912 in regard to Junior forensic burning, and wishes to express its approval of the considerations upon which the resolutions are based.

Signed.

CHRISTINE MYRICK,
MARY CHRISTIE,
For the Class of 1911.

December 10, 1909.

NOTICE.

Owing to an omission in the last number of the MAGAZINE, the result of the prize story contest was not announced. The prize story was written by Ruth Crossman, 1910, entitled "A Political Move."

A HOUSE PARTY

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FIRST ARTIST RECITAL.

At the first of the Wellesley College Artist Recitals, given on December 6 in College Hall Chapel, Madame Teresa Carreno gave a very interesting program; a program varying in brilliancy from the lyric sweetness of a Chopin prelude to the splendor and fire of a Liszt Hungarian Rhapsodie.

The first of the four divisions of the program was occupied by Beethoven's Sonata, Opus 57 (Appassionata). This gave opportunity for display of the most brilliant technique as well as of the most delicate interpretative work. Perhaps more enjoyable to the audience was the Chopin group, which immediately followed the Beethoven. Madame Carreno was very successful in her realization of the romanticism, the sentiment, the melancholy poetry of the Chopin atmosphere. The division following was a miscellany, in which Beethoven, Schumann and MacDowell were represented. Then came a Liszt group, culminating splendidly in the brilliant Rhapsodie Hongroise, Number 6.

Throughout the performance, Madame Carreno's enjoyment of the situation was almost as manifest as the delight of the enthusiastic audience. She responded very generously to the applause, playing, in all, four encores, of which the most familiar were, perhaps, the Chopin Etude and the Schubert Marche Militaire. The simplicity of her manner and the absence of affectation in her playing, were very delightful. She held her audience to the end quite as much by the magnetism of her charming personality as by the greatness of her art.

The program was as follows:

Sonata, Op. 57 (Appassionata) ..... Beethoven
Allegro
Andante con moto
Allegro ma non troppo Presto

(a) Prelude, Op. 28, No. 15
(b) Nocturne, Op. 37, No. 2
(c) Etude G Flat
(d) Polonaise A Flat, Op. 53
..... Chopin

(a) Rondo, Op. 52, No. 2 ..... Beethoven
(b) Vogel als Prophet ..... Schumann
(c) Barcarolle, Op. 35
(d) Hexentanz
..... MacDowell

(a) Sonetto del Petrarca
(b) Etude D Flat
(c) Rhapsodie Hongroise, No. 6
..... Liszt

THE PROBLEM OF CHRIST AND HIS MIRACLES.

Immediately after the regular Christian Association meeting on Thursday evening, December 9, Dr. McConnell, President of De Pauw University, and well known to those of us who were at Silver Bay this year, spoke in College Hall Chapel on "The Problem of Christ." Throughout he emphasized that Christ was a living fact. If not, he said, why was there such a constant querying in regard to Him and His teachings on the part of thinking people, a querying that has always been and is to-day as strong as ever? Do we question a dead character so? Julius Cæsar, for example? Could we have fifty-two sermons a year preached on every side of one person's character and have him mean as much to us in the end as Christ means to us to-day? As a proof of the reality of Christ in the lives of men, he pointed out what Christ has done for them; the purpose he has put in their lives; and the satisfaction and content they have had in working in His name. He showed the power of Christ from the fact that, argue as we will about the little, unimportant details of His life (and no other factor in our lives receives such scrutiny as our religion), the spirit of Christ lives on, unstained and more wonderful and beautiful than before, having always withstood the test. "There is a vitality around the thought of Christ that is not around any other."

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JUNIOR PLAY.

1911, as the words of her topical song announced, found in the play *Mice and Men*, "something very witty and also very pretty." The play had true charm, grace and humor in the dialogue, and an attractive story which developed loveable and even noble qualities in the main characters. It was a very good selection for a class play, since it was not beyond unprofessional abilities and yet gave plenty of opportunities for versatile and individual acting. The story, in various pretty colonial settings which 1911's committee managed skilfully, was of a scientist and dreamer, disappointed in an early love affair, who planned to bring up a young girl by his own theories to his ideal of a woman. Choosing a wayward and attractive girl from a Foundling's Home, he adopted her, and as she grew to a woman fell deeply in love with her, only to find that she had meanwhile fallen in love with his nephew, and to give her up, in the end, to her happiness with the younger man.

The character of "Little Britain," or Peggy, the adopted foundling, was the most appealing in the play, and Imogene Kelly in acting it, completely won the audience to her charm by her very natural and original playing. Quite free from self-consciousness, she was spontaneous enough to seem not to be acting, but living, so that to the audience she and Peggy were inseparable. Yet though her art was forgotten, she showed true imagination and points of power of expression in interpreting Peggy's moods, instinctively refraining from exaggerating or broadening the characterization. In the first act she played capitally the untrained, shy little foundling, with a mingling of wildness, curiosity, and a queer sense of funniness—and appreciated the delicate outlines of the text in the scene where Peggy begins, in a callow way, to fall in love with the young Captain. In the second act she developed the character into a girl of complete, though still unconscious charm, romping—a difficult thing to do on the Barn stage—with pure joyousness, but perplexed with new shades of moods in her love, still, as Miss Kelly delicately conveyed, but half understanding it. And in the last two acts she portrayed a more complex and versatile woman, at last passionately in love, unhappy, rising to power of sacrificing her hopes, and even certainty of happiness, for the sake of the guardian whom she respects, and feels she has wronged. In all of this she maintained an intensity of emotion, which carried; but at the very last when happiness was restored to her she was not so convincing. Yet in spite of the fact that she found an attractive and suggestive part ready for her, we feel that in developing it she showed real creative power, and a charm and individuality which would make itself felt from a professional stage.

The steady background to this versatile Peggy was Mark Embury, which was acted by Eleanor Vliet. In this part there was not the need of varied, but of steady acting; the qualities insisted upon in the character being intense and passionate love, combined with an unselfish idealism. Yet even given Miss Kelly's acting, the play's success or failure depended still on the playing of Miss Vliet's part —and the play succeeded. In moments without the pressure of emotion, Miss Vliet did not give as definite a characterization as Miss Kelly, although the text perhaps did not give the material. What she succeeded in doing, was in conveying an intense emotion, happy or unhappy, which convinced and moved the audience. There were tears—difficult to draw by a Barn performance. Her acting showed insight and care for details, and she had a good voice, and sensitive facial expression. The acting of both of these parts was on an unusually high plane.

The requirement of the Captain in the play was to be a pleasing object for Peggy's love, attractive enough to counteract any lingering regrets which the audience might feel for Peggy's loss in the high character of her guardian. Miss Wood did not quite do this. Under ordinary circumstances she might have, for her appearance and voice were good, and in some of the love scenes—especially when she first sang to Peggy, "My love is like a red, red rose," and when she pursued Peggy at the ball, she was very good. But the play itself was weak in this part, and demanded, especially with Miss Kelly and Miss Vliet playing the other two parts, very skilful interpretation, even creation of the character, as a contrast to Embury. Miss Wood lacked the debonnaire dash for the first act, and in the last failed to convince one of her sincerity. She was often a little too self-conscious and not quite absorbed enough with her characterization; so that her acting, which in some places was good, was on the whole uneven.

The minor characters were well taken. Helen Paul, as Roger Goodlake, fell very naturally into her part, without self-consciousness, and with good, hearty voice and gesture. His wife, Joanna Goodlake, as acted by Gladys Best was delicately artificial, with well-affected supercilious manner and trailing inflections, a little monotonous at times. Mary Hewitt played the still more affected Sir Harry Trimblestone with the touch of exaggeration needed to make a farcical character. The most individual of the minor characters was the housekeeper, Mrs. Deborah, well acted by Kate Parsons. Motherly, affecting primness, but secretly delighting in pranks, Miss Parsons gave a deliciously droll and lifelike characterization, playing up very well to Miss Kelly, and adding to the fun of the comedy. Eula Ferguson as Peter, also played her part with humor, and a good laugh. Mary Welles, as Kit Barniger, the fiddler, used very good gestures both of hands and feet, but weakened her otherwise good acting by a rather lack-lustre voice. Harriet Stryker was an attractive, if silent maid. The entrance of the foundlings in the first act was funny, and Dorothy Mills as the pompous Beadle, and Elizabeth Longacre as the Matron, were excellent in their small parts. The supernumeraries in the third act were a little too boisterous and unvaried in their passage across the stage—but were otherwise good.

The production of the play showed the able coaching of Mrs. Edward Hicks, and the efforts of a very capable committee, with Hazel Hunnewell as chairman, and Dora Bogue, Marion Jewett, Ruth Evans, and Dorothy Hill as members, and Sarah Baxter and Ridie Guion as scene-shifters.

On the whole 1911 is to be congratulated on her Junior Play.

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I.

In the discussion concerning the abolishment of societies it is well to emphasize the good ends which, in spite of their evils, it is agreed that societies at Wellesley have served, and to ask seriously what we can rely on to take their place in the social life of the college, in case they are abolished.

To say nothing of plays and pageants, which it may be admitted that other organizations could as well provide, are not these things true?

(1) The opportunity for a bit of domestic life, the restful homelikeness of a small house in which the student owns a share, is a distinct good in an overpoweringly large college for girls.

(2) The society houses make an opportunity to dispense a gracious and graceful hospitality in small gatherings which the community as a whole would greatly miss were it taken away.

(3) The returning alumnæ who have the society connection find themselves welcomed and at home even if they have been long out of college.

The very statement of these advantages makes two things clear, namely, that it is the existence of society houses rather than societies themselves that contributes these pleasant features of social life at Wellesley, and that it is a great pity that such advantages should be limited to so few. Evidently the time has come to consider whether other organizations than closed societies could not better use these houses so as to minister to the same needs, but to do it for all and not for the privileged few.

The following plan is presented for consideration. It seems to us to contain, what no plan worthy of consideration should fail to contain, provisions for the advantages mentioned above and extension of such advantages to all.

Let four of the houses be made class houses, assigned in rotation, so that each class could have a college home for four years and on returning for its reunion would return to that home. This would make a pleasant link between classes; it would distribute expenses of maintenance; it would encourage gifts; it would further class solidarity, much needed where classes are so large.

One of the two remaining houses could be used as the center for all academic societies, including the Graduate Club and whatever Department Clubs are now in existence. In such favoring circumstances new scholarly enthusiasms might be developed, which would compensate for the loss of the "work" of the present societies.

The last house could be used as the center of all philanthropic activities, whether connected with the Christian Association or other independent organizations. Here the Social Study classes would hold their meetings and gather their books and periodicals and here guests would be received who came to enlist us in any good cause lying outside the sphere of our own college life.

ELIZA H. KENDRICK,
ADELAIDE I. LOCKE.

II.

We, as undergraduate students here at Wellesley, rightfully pride ourselves on a splendid Student Government Association. By means of this association we are learning—quite unconsciously, perhaps—the meaning of government and democracy. We are working out here, on a smaller scale, it is true, the scheme of "a nation conceived in liberty and dedicated to the proposition that all men are created equal."

Are we living up to the highest ideals of this democracy of ours when we tolerate the existence of certain institutions that encourage the clique, foster the snob and create a spirit of exclusiveness and inequality? Certain chosen ones are allowed to wear attractive little pins which show them to be members of this or that set and appear to give them certain rights above any other member of our democracy. Why is this the case? Why is it right for a favored seventh to speak with a certain air about "the house" and beg you during dinner, rather condescendingly, for a few "current events." "I really haven't read the paper for weeks," she will tell you. No, this state of affairs is not the ideal democracy, the Wellesley of our dreams.

Whatever is done about this must come from the society girls themselves, and not from us who view the situation from the outside. We all have good friends among the society girls, friends whose judgments we respect and admire. Let us be optimistic and put all our confidence and faith in these girls—they are worthy of it, and will surely act to the credit of the Alma Mater we all love.

1910.

III.

If societies exist on a false foundation principle, they must be wrong and should be abolished on the strength of that alone. If it be found that their foundation principle is a good and sound one, then it is time to consider whether, here in Wellesley, they are doing harm or good. Miss Hawkridge last week defended their exclusiveness by stating an analogy with the exclusiveness in academic courses, sports and dancing. It seems to me that the cases are entirely different. The latter are open to all for application, provided the requirements, which are definite and equally within the reach of everyone, are met. The opposite is true of societies, and herein lies their undemocratic character.

In regard to social exclusiveness recognized and unrecognized. If exclusiveness is bad and contrary to the college ideal, it seems to me that recognized and approved exclusiveness is worse. If democracy really is the college ideal, it will abolish societies and public sentiment will be strong enough to keep down pronounced cliques. A certain amount of grouping is necessary, of course, because each person cannot have the same degree of intimacy with everybody else, but if everyone is on the same footing, these groups will be based merely on personality and will be elastic and overlap. There is no reason for clubs or cliques. If they exist, our democratic ideal is an empty one. At any rate we ought not to tolerate an organized embodiment of the opposite.

LOUISE MACMULLEN, 1911.

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IV.

The main question is "Would the abolition of societies do away with social exclusiveness at Wellesley?" If she believed it could, the writer, who loves her society devotedly, would regretfully but unhesitatingly vote for its dissolution. Like many well-meant reforms, might it not defeat its own purpose? Can an act of legislation annihilate one of the elemental tendencies of human nature—the tendency toward social combination?

The most impenetrable circle the writer ever knew at Wellesley was one of those "jovial eating clubs" mentioned in the last issue of COLLEGE NEWS. It was formed Freshman year and continued through Senior year. It had no fixed abiding place and the outsider might at any time happen to drop in upon one of its meetings, where she would be received with an apologetic cordiality most embarrassing. Would not such clubs multiply if societies were given up?

Moreover, the writer numbers many non-society girls among her intimate friends and none of them has ever shown the least bitterness of spirit. Has the character of the "six-sevenths" changed in the last ten years, or are they being placed in a false position by the abolitionists?

The college world is apt to be a world of theories, so perhaps an Alumna may be pardoned for urging a serious consideration of the practical side, before action is taken against an element of college life instituted by our honored founder, Mr. Durant.

ALUMNA.

V.

As an Alumna of five years' standing, who has known another large woman's college rather intimately through two sisters who are alumnæ there, and through several visits of longer and shorter duration, I wish to call attention to the fact that the danger pointed out in Miss Hawkridge's Free Press of December first is a real one. My observance of this college has led me to believe that the "unorganized and unrecognized clique" is more exclusive and infinitely more selfish there than any society at Wellesley, for the reasons Miss Hawkridge has pointed out. It is idle to imagine that things would be as they are, with the societies dropped out—they would be quite different, for something new will take the place of the old, and that new thing at another college actually has all the drawbacks predicted as possible for Wellesley.

One word to the society girls who think it best to disband: The thing that is difficult is not therefore right—the thing that demands a sacrifice is not always the wisest or noblest thing to do.

CORA BUTLER CONANT, 1904.

VI.

A girl who has never had an invitation to a society naturally hesitates to express her opinion of them now. But surely she should realize how vitally she is concerned, and how effective her voice is in the formation of public opinion. This is no time for self-consciousness. Wellesley's good, and Wellesley's good alone must be considered. If the social and intellectual benefits you have derived from the teas, and plays, and open meetings have been invaluable to you, speak. The societies may live. If you have been limited in your friendships, if your sense of justice has been affronted by the false social discrimination; if you recognize that societies are devouring wholesome college life, speak. An institution fundamentally wrong, cannot live. Should every girl express her opinion, who knows in her inmost heart that societies are not only unnecessary, but an active evil, they must need yield under the preponderance of adverse criticism. The girl who does not think about the matter, and who does not take her share in the controversy, is as unpublic-spirited as she who indulges herself in her society at the expense of the welfare of the college.

JESSIE GILLETTE FRENCH, 1910.

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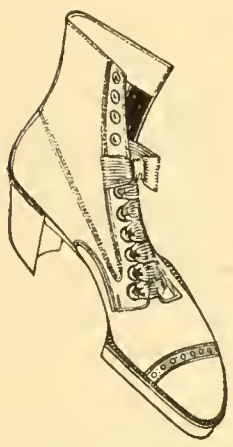

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MUSIC NOTES.

BILLINGS HALL.

Recital of Christmas music under the direction of Miss Mapes, Chorister of the College Choir. Professor Macdougall, Accompanist. Tuesday, December 14, 1909, at 4.20, P.M.

PROGRAM.

VOICE: Cantique de Noel.....Gounod
Miss C. Belle Mapes, 1910.
(Violin obligato by Miss Mary Welles, 1911.)

PIANO: Humeresque.....Tchaikowsky
Black Key Etude.....Chopin
Miss Katherine Mortenson, 1912.

CHORUS: Three Christmas Carols:
"God Rest Ye, Merry Gentlemen"...Old English
"As Joseph was a-walking".....C. Hazard
"The Kings of the East are Riding".C. G. Hamilton
(Words by Miss Katherine Lee Bates.)
The Wellesley College Choir.

VIOLIN: Air varie.....de Beriot
Miss Mary Welles, 1911.

VOICE: "Le Carol des petits oiseaux".....Chaminade
"Christmas Eve Thought".....Bullard
Miss Alice D. Leavit, 1910.

HYMN: "O Come, All Ye Faithful," In Excelsis, No. 185,
J. Reading

SUNDAY MORNING, DECEMBER 12, 1909.

PROCESSIONAL: "As Joseph was a-walking.....C. Hazard
SERVICE ANTHEM: "There were Shepherds"...W. B. Foster
SERMON by the Reverend Lyman Abbot, D. D.
RECESSIONAL 202.

CHRISTMAS VESPERS.

SERVICE LIST.

Sunday evening, December 12, 1909.

SERVICE PRELUDE.
PROCESSIONAL: "The Kings of the East are Riding,"
C. G. Hamilton
INVOCATION.
HYMN 187.
SERVICE ANTHEM: Recitative and Chorus from "The Messiah,"
Handel
PSALM 118. (Gloria Patri.)
SCRIPTURE LESSON.
ADDRESS by the President.
PRAYER.
ORGAN: "March of the Magi".....Th. Dubois
CHOIR: "Nazareth".....Ch. Gounod
HARP SOLO: Andante religioso.....Rossini-Alvars
CHOIR: "When I View the Mother Holding" G. W. Chadwick
"It Came Upon the Midnight Clear"...H. W. Parker
PRAYERS (with choral responses).
ANTIPHONAL RECESSIONAL: "Ye Shepherds Leave,"
Old French
The Wellesley College Choir.

Miss Smart, soloist, assisted by Mr. Heinrich Schueeker, harpist; Mr. A. T. Foster, violinist; Professor Macdougall, organist.

CHRISTIAN SCIENCE SOCIETY.

The Christian Science Society of Wellesley holds services each Sunday morning at 10.45 o'clock in the Town Hall, and every Wednesday evening at 7.45 o'clock in Suite 11, Taylor Block, Wellesley square.

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WELLESLEY AND ROCHESTER.

The convention which has seemed so far away in point of time is now becoming very much of a reality, as the calendar tells us that December twenty-ninth is not far distant. When we return from Christmas vacation this great quadrennial convention of the Student Volunteer Movement for Foreign Missions will be over. But will it? For those who attend, it surely will not be a thing of the past, and for the rest of the college it will have just begun. Our delegates are chosen and the members of the Wellesley Club of Rochester are making plans to entertain our delegates in their homes, and this feature of the convention days makes them even more attractive. No one goes in a selfish spirit, for each girl feels that as one of the eight chosen she represents one-eighth of the student-body. Those of you who, by the strict limitation of numbers, are not permitted to go, need not look in vain to the few who do go. Make up your minds to make this privilege your own. Ask the delegates about it now and after vacation. Follow it in the papers from December twenty-ninth to January second, and if you live too far from New York state for this, ask some one who is going to have a Rochester newspaper, with full reports, sent to you every day. You cannot afford to miss the broadening influence of this convention.

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ALUMNÆ NOTES.

In addition to notes concerning graduates, the Alumnæ column will contain items of interest about members of the Faculty, past and present, and former students.

The November number of the Bulletin Officiel de la Société Nationale des Professeurs Français en Amérique contains a ten-page paper by Mlle. Valentine Puthod, O. A., Instructor in French (now on leave of absence) at Wellesley. Miss Puthod was the delegate appointed by the S. N. P. T. to the International Congress of Professors of Living Languages held in Paris last spring. Her paper, which is a report of the proceedings of this congress while *en Sorbonne*, has been highly commended as a full and concise report of the conclusions reached by five hundred and seventy representatives gathered together from the chief countries of Europe and America, concerning methods in use and which are likely to affect in great measure the teaching of modern languages.

Miss Josephine Howes, 1909, is taking the course for college graduates in the Keene (N. H.) Normal School.

Miss Minnie Packard, 1909, is teaching in Southboro, Massachusetts.

Miss Mary Brigham Hill, 1893, is building a home in Redlands, California. Her mother is with her, and her father, Mr. Junius W. Hill, who is at present in Boston, will join them later in the winter.

Miss Emilie H. Callaway, 1906, is playing with George Fawcett, in "The Great John Yanton," under the Shubert management.

Miss Annette Gardner Munro, 1881-83, has been recently appointed Dean of Women at the University of Rochester. Miss Munro is the first person to occupy the position, which has been provided by action of the trustees since the confirmation of the University's title to the Morgan estate, by which the University has become possessed of some $93,000, for women's education. Miss Munro is the assistant librarian to the Free Public Library of Portland, Oregon, a position of large executive responsibility. Her work at Rochester will begin with the opening of the winter term, 1910.

Mr. Ernest Knaebel, husband of Cornelia Park, 1896, has been appointed Assistant United States Attorney-General. Mr. and Mrs. Knaebel will live in Washington, D. C., for the next four years.

The following list of Wellesley Clubs, with the name and address of the Secretary of each, is kindly furnished by Miss Mary Caswell.

Boston Wellesley Club: Miss Alice Stockwell, 23 Orkney Road, Brookline, Massachusetts.

Buffalo Wellesley Club (not fully organized): address Miss Elsa D. James, 1105 Delaware Avenue, Buffalo, New York.

Chicago Wellesley Club: Miss Ruth Carpenter, 1314 Hinman Avenue, Evanston, Illinois.

Cleveland Wellesley Club: Miss Bessie C. Champney, 2190 East 40th Street, Cleveland, Ohio.

Colorado Wellesley Club: Miss Helen Harrington, 1463 South University Street, Denver, Colorado.

Detroit Wellesley Club: Miss Catharine H. Dwight, 781 Jefferson Avenue, Detroit, Michigan.

Fitchburg Wellesley Club: Miss Harriet M. Silsby, Hastings Hall, Fitchburg, Massachusetts.

Hartford Wellesley Club: Miss Florence G. Bryant, 953 Main Street, East Hartford, Connecticut.

Minneapolis Wellesley Club: Mrs. Cyrus Barnum, 2103 James Avenue South, Minneapolis, Minnesota.

New York Wellesley Club: Miss Emma L. MacAlarney, 500 West 121st Street, New York City.

Northfield Wellesley Club: Miss Leslie Conner, Northfield Seminary, East Northfield, Massachusetts.

Pittsburgh Wellesley Club (not fully organized): Address Mrs. Henry S. James, 5806 Howe Street, Pittsburgh, Pennsylvania.

Portland Wellesley Club (not fully organized): Address Miss Gladys Doten, 235 State Street, Portland, Maine.

Rochester Wellesley Club: Miss Jennie Mae Clark, 41 Vick Park B, Rochester, New York.

Southern California Wellesley Club: Miss Alice E. Heber, 2708 West 9th Street, Los Angeles, California.

Springfield Wellesley Club: Miss M. Josephine C. Bowden, 192 Wilbraham Road, Springfield, Massachusetts.

St. Louis Wellesley Club: Miss Louise McNair, 4296 Washington Boulevard, St. Louis, Missouri.

Washington Wellesley Club: Miss Katharine R. Elliott, 2703 14th Street, Washington, D. C.

Wellesley Club of Philadelphia: Miss Margaret E. Dungan, 3232 North 16th Street, Philadelphia, Pennsylvania.

Wellesley Club of San Francisco:

Wellesley Club of Taunton: Miss Florence H. Stone, 20 Cedar Street, Taunton, Massachusetts.

Worcester Wellesley Club: Miss Alice A. Burlingame, 17 Somerset Street, Worcester, Massachusetts.

MARRIAGE.

STORER—COLE. December 3, 1909, at Great Kills, Staten Island, New York, Miss Mabel S. Cole, 1908, to Mr. Frank Allen Storer.

BIRTH.

December 2, 1909, in New York City, a son, Richard Thornton, to Mrs. Wilbert S. Drew (Maria A. Kneen, 1893).

DEATH.

October 24, 1909, at Byculla, Bombay, India, Edward Chandler Hunsberger, son of Elizabeth Hume Hunsberger, 1900.

CHANGES OF ADDRESS.

Fräulein Käte Woltereck, formerly Instructor in German, Gartenhaus, G. Franz Joseph Str., Munich, Germany.

Miss Josephine M. Burnham, of the Department of English Composition, 95 Howe Street, New Haven, Connecticut.

Miss Mabel M. Young, of the Department of Mathematics, 1102 McCulloh Street, Baltimore, Maryland.

Mrs. Frank A. Storer (Mabel S. Cole, 1908), In care of American Trading Company, Inc., 590 Reconquista, Buenos Aires, Argentine, S. A.

Miss Henrietta A. Mirick, 1892, The St. Albans, Reno, Nevada.

Mrs. Harry Lockwood (Mary Chase, 1896), 440 Newbury Street, Boston (temporary).

Mrs. Henry Elmwood Cass (Beata Werdenhoff, 1908) 1902 4th Avenue South, Minneapolis, Minnesota.